DOCUMENT RESUME

ED 254 821 CS 007 930

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TITLE A Model for Establishing Programs to Stimulate Reading and Literacy [and] Checklist for Implementing a Model for Establishing Programs to Stimulate Reading and Literacy.
PUB DATE 84
NOTE 14p.; Papers presented, respectively, at the Annual Meetings of the International Reading Association (28th, Anaheim, CA, May 2-6, 1983) and (29th, Atlanta, GA, May 7-11, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Check Lists; Elementary Secondary Education; Literacy; *Models; Organizational Development; *Program Development; *Program Evaluation; Program Implementation; *Program Improvement; Reading Instruction; *Reading Programs

ABSTRACT

One model that can serve as a guide for developing a reading program and for making necessary refinements to meet the specific needs of the school system served divides the stages of development into three phases. The first phase, program organization, deals with planning, implementing, and maintaining the program. In other words the first phase provides the form and structure of, reason for, and continuity of the reading program. Program operation, phase two, concerns the actual teaching-learning process and activates the plan. It applies the basic characteristics of an educative environment: respect for personality, participation in decision making, freedom of expression and availability of information, and mutuality of responsibility in defining goals, planning and conducting activities, and evaluating. Phase three, program evaluation, establishes the means to improve the program by identifying strengths, weaknesses, and appropriate actions. A checklist for implementing a model for establishing programs to stimulate reading and literacy is also included. (HOD)

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ED254821

A MODEL FOR ESTABLISHING PROGRAMS TO STIMULATE READING AND LITERACY

(Paper presented at the International Reading Association 1983)

AND

CHECKLIST FOR IMPLEMENTING A MODEL FOR ESTABLISHING PROGRAMS TO STIMULATE READING AND LITERACY

(Paper presented at the International Reading Association 1984)

by

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Accepted for publication in the Proceedings of the International Reading Association

Submitted to ERIC

CS007930

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A MODEL FOR

ESTABLISHING PROGRAMS TO STIMULATE

READING AND LITERACY

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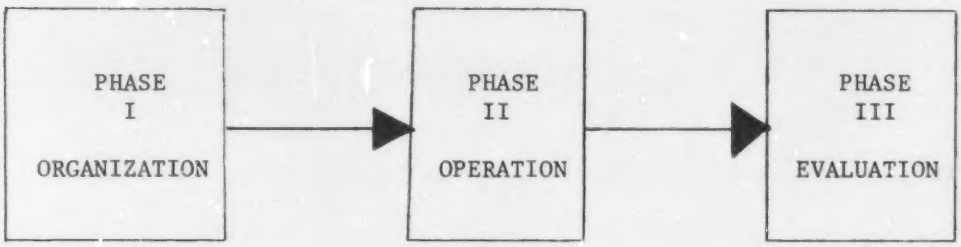
A MODEL FOR
ESTABLISHING PROGRAMS TO STIMULATE
READING AND LITERACY

Introduction

This model has been designed to facilitate a wide range of situations. Consult this model as a guide for developing a reading program and for making necessary refinements to meet the specific needs of the people in a school system and to meet the specific needs of the community served. The spirit of any educational program directs teachers and administrators to meet the needs of those people in the place and at the time when the program operates. Therefore, this model is designed to incorporate steps by which a community can develop a high quality program that meets the needs of its people in reading. Establishing a reading program requires three phases of development before the first student begins the first activity. The first phase, Program Organization, deals with planning, implementing, and maintaining the program. Program Operation, phase two, concerns the actual teaching-learning process. Phase three, Program Evaluation, establishes the means to improve the program by identifying strengths and weaknesses and appropriate actions.



PHASE I: ORGANIZATION

The program should be organized for two main purposes: 1) to meet the needs of the people, and 2) to help people achieve their goals. The organization of the program provides the environment in which the program functions and will impact the ease or difficulty with which the program can be carried out. Organization provides the form and structure, reason, and continuity of the reading program.

Elements of Organization

1. Define the specific purpose of the program
2. Develop a policy statement embodying the program purpose
3. Define the clientele
4. Assess clientele needs
    a. Basic human needs - use of Needs and Interests Inventories
    b. Educational needs - for example, the use of Informal Reading Inventory
5. Assess interests
    a. Individual - for example, Reading Olympics, Book Talks
    b. Organization - for example, Media Using Adult Models, Reading Displays
    c. Community - for example, the Use of Parent Brochure, Parent as Partners, Young Writers Workshop
6. Define specific program goals
7. Select learning format
    a. Individual
    b. Group
    c. Community development
8. Recruit instructors
    a. Best sources for instructors in academic subjects are high schools, colleges, and universities

(1) Instructors should be qualified practitioners of the subject and should be enthusiactic about teaching

(2) Instructors must have, or develop, an attitude of understanding and permissiveness toward people as well as having, or developing, traits to affect leadership

(3) Instructors must be creative and concerned for the growth of the individual

b. Should have a written contract

9. Train and supervise instructors

a. Individual conferences

b. Printed materials describing the organization and program and any subsequent relative printed material

c. Written course plans

d. Faculty meetings

e. Narrative records of each course meeting

f. Systematic in-service training

10. Provide good physcial facilities

a. Meeting rooms (not traditional classroom set-up)
(Ideal: All on same level with no one looking at another's back)

b. Office facilities
(Ideal: Efficient and friendly)

11. Establish procedures

a. Registration of participants

b. Alternative measures for registration

c. Administrative tasks

12. Provide educational counseling

13. Promote and publicize

a. Develop a systematic implementation plan and schedule

b. Involve clientele

(1) Community leaders

(2) Public/private school personnel

(3) Available agencies

(a) Government

(b) Private

c. Utilize available methods of publicity

(1) Mass media

(a) Television

(b) Radio

(c) Newspaper

(d) Telephone

(2) Personal approach

(a) Community volunteers

(b) Student groups

d. Evaluate effectiveness of promotional campaign

14. Budget and finance

a. Determine costs and expenditures

b. Identify and engage sources of support

c. Set financial goal based on a and b

d. Formulate a detailed plan to generate income

(1) Fees

(2) Appropriations from larger organizations

(3) Contributions

e. Prepare a budget as a basis for financial planning and control

f. Incur expenses only under proper authorization

g. Keep accurate records of all financial transactions

h. Audit by CPA or other external auditing committee at least once a year

i. Publish an annual financial report

15. Evaluate the organizational plan at least once a year

Phase II: Program Operation

This phase of the program activates the plan. In order for successful learning to happen, the program must operate efficiently in an educational sense to produce effective learning. Therefore, it needs to apply the basic characteristics of an educative environment: respect for personality, participation in decision making, freedom of expression and availability of information, and mutuality of responsibility in defining goals, planning and conducting activities, and evaluating (Knowles, p. 161).

1. State goals
   a. Long-term goals that guide the program
   b. Intermediate goals for units of instruction
   c. Specific goals for each lesson
2. Develop instructional activities to meet goals
   a. Assess client readiness
      (1) Physical factors
      (2) Environmental-social factors
   b. Define and organize content
      (1) Vocabulary
      (2) Comprehension
      (3) Study skills
   c. Select material
      (1) Interest level
      (2) Readability level
   d. Develop and/or select strategies
      (1) Organize participants

(2) Manage learning task

(3) Utilize material and conditions to aid task management

e. Create classroom climate

(1) Establish rapport

(2) Eliminate threats and distractions

(3) Boost learner self-concept

f. Assess learning

(1) Student checklist of goals

(2) Attendance cards

(3) Enrollment card

(4) Registration sheet

(5) Student accumulative folders

3. Evaluate performance

a. Internal evidence

(1) Criterion-referenced tests measure the specific achievement of one student against a criterion, or acceptable score.

(2) Teacher-made

b. External evidence

(1) Norm-referenced tests are standardized tests that compare students at the same age or grade level.

(2) Standardized

c. Formative information is used to determine the degree of mastery of a given learning task.

(1) Collect throughout the learning experience

(2) Information about student growth

d. Summative information is used to determine the general assessement of the degree to which the larger outcomes have been attained over the entire course.

(1) Gather at the end of the experience

(2) Document changes in behavior

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PHASE I: Organization

Elements of Organization	Beginning Date	Evaluation Date
1. Define purpose of program		
2. Develop policy statement		
3. Define clientele		
4. Assessment of clientele		
a. Human needs		
b. Educational needs		
5. Assess interests		
a. Individual		
b. Organizational		
c. Community		
6. Define program goals		
7. Learning format		
a. Individual		
b. Group		
c. Community development		
8. Recruit instructions		
a. High school, college, or university instructors		
b. Written contract		
9. Train and supervise instructors		
a. Individual conference		
b. Printed material about the program		
c. Written course plan		
d. Faculty meetings		

Elements of Organization	Beginning Date	Evaluation Date
e. Narrative records of each course meeting		
f. In-service training		
10. Provide physical facilities		
a. Meeting rooms		
b. Office facilities		
11. Establish procedures		
a. Registration of participants		
b. Alterantive measure for registration		
c. Administrative tasks		
12. Educational counseling		
13. Promote and publicize		
a. Implementation plan		
b. Involve clientele, community leaders, school personnel, government & private agencies		
c. Methods for publicity		
(1) Mass media		
(a) T.V.		
(b) Radio		
(c) Newspaper		
(d) Telephone		
(2) Personal approach		
(a) Community volunteers		
(b) Student groups		
d. Evaluation of promotional campaign		
14. Budget and finance		
a. Cost and expenditures		
b. Identify and engage sources of support		

Elements of Organization	Beginning Date	Evaluation Date
c. Set financial goal		
d. Plan for generating income		
(1) Fees		
(2) Appropriations from larger organizations		
(3) Contributions		
e. Prepare budget		
f. Incur expenses only under proper authorization		
g. Records for financial transaction		
h. Audit by CPA or others once a year		
i. Publish annual financial report		
15. Evaluate organizational plan once a year		